



Use of the Discussion Method in Learning Maharoh Qiroah Lil Mutaqoddim at PBA UMSIDA

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Abstrak: Nowadays the process of learning maharoh qiroah is too observant. Therefore, a lecturer must be able to look for methods that can make learning maharoh qiroah more active. This research aims to describe the maharoh qiro'ah learning process using the discussion method in the UMSIDA semester 3 PBA class. In this research, researchers used a qualitative approach with a case study strategy. Data collection techniques in this research are observation and documentation. The technique applied in analyzing data is interactive qualitative analysis using the Mikes and Huberman model. The results of this research in the learning process of lecturers use the group discussion method. Where the lecturer divides into several small groups. The discussion method in the maharoh qiro'ah learning process is used to make it easier for students to translate the reading texts contained in the qiro'ah genealogy ta'limiyah mustawa 3 book. This is in line with one of the objectives of maharoh qiro'ah learning, namely Understanding the text qira'ah perfectly and in detail.

Penggunaan Metode Diskusi dalam Pembelajaran Maharoh Qiroah Lil Mutaqoddim Di PBA UMSIDA

Abstract: Dewasa ini proses pembelajaran maharoh qiro'ah terlalu monoton. Oleh karena itu seorang dosen harus mampu mencari metode yang dapat membuat pembelajaran maharoh qiroah lebih aktif. Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran maharoh qiro'ah dengan menggunakan metode diskusi yang ada pada kelas PBA semester 3 UMSIDA. Dalam penelitian ini peneliti menggunakan pendekatan kualitatif dengan strategi studi kasus. Teknik pengumpulan data dalam penelitian ini yakni observasi dan dokumentasi. Adapun teknik yang diterapkan dalam menganalisis data adalah analisis kualitatif interaktif dengan menggunakan model Mikes dan Huberman. Hasil



dari penelitian ini dalam proses pembelajaran dosen menggunakan metode diskusi kelompok. Yang mana dosen pengampu membagi menjadi beberapa kelompok kecil. Metode diskusi dalam proses pembelajaran maharoh qiro'ah digunakan untuk memudahkan para mahasiswa dalam menerjemahkan teks-teks bacaan yang terdapat dalam buku qiro'ah silsilah ta'limiyyah mustawa 3. Hal ini sejalan dengan salah satu tujuan dari pembelajaran maharoh qiroa'ah yakni Memahami teks qira'ah secara sempurna dan rinci.

INTRODUCTION

Learning is a process in which individuals acquire new knowledge, skills, attitudes, or understanding through experience, study, or teaching. This involves changing behavior or changing the potential for behavior. Learning can occur consciously or unconsciously, and can involve a variety of factors such as personal experience, observation, social interaction, and formal instruction. Meanwhile, according to (Trianto, 2009) learning is a complex aspect of activity and cannot be fully explained. In simple terms, learning can be defined as a product of continuous interaction between development and life experience.

In learning Arabic, there are four maharoh (skills) that a student needs to master. One of the maharoh that students need to master is maharoh qiro'ah. Maharoh qiro'ah is a receptive skill, namely a person's ability to obtain and receive information.

Reading is the act of understanding what is written orally or the essence of writing. Hermawan defines reading ability (maharah al-qira'ah/reading skills) as the ability to distinguish and understand the meaning of what is written.. (Hermawan, 2014) This is also supported by Effendy who states that reading skills have two sides or meanings. Firstly, the change in written symbols in the media becomes a sound. Second, every situation represented by written symbols and sounds is also captured.. (Effendy, 2005)

The criteria for good maharah qira'ah according to Nashir Abdul Ghali and Abdul Hamid Abdullah (Abdullah, 1991) in their book entitled Asaa AL Idad Al Politiku At Ta'limiyah Li Ghairi An Nathiqin Bi Al Arabiyah are: (1) Conformity of makharijul letters and can differentiate them (2) Adapt to makhraj rules (3) Understand the qira'ah text perfectly and in detail (4) Convey

the meaning of the letter 'ain with perfect delivery (5) Be able to distinguish between connected hamzah and disconnected hamzah (6) Maintain the correct harakat long and short (7) Avoid changing similar letters (8) Avoid adding letters (9) Avoid deleting letters (10) Maintaining perfect waqf related to the qira'ah text (11) Analyzing fundamentally the main idea of the qira'ah text (12) Distinguishing main and supporting ideas (13) Appreciating reading (14) Analyzing and criticizing (15) Eliminating doubts in reading.. (Hasanah, 2020)

Methods are a very important component in learning, in order to create effective learning for both teachers and students (Dina Mustika Ishak, 2020) Maharoh kalam lil mubtadiin learning in the UMSIDA PBA class semester 3 uses the discussion method. According to the course lecturer, this method is quite effective in the learning process. Compared to using the lecture method. By using this method students are more active in participating in learning. According to (Sutikno, 2010) the discussion method is a medical method that attempts to solve the problems faced by two or more people. Where

each of them put forward their arguments to strengthen their opinion.

The use of the discussion method in class aims to provide opportunities for students to express their views regarding what interests students. With this method students can exchange opinions from the material that has been given. With the discussion method, teachers in this process can find out the personality and cognitive, affective and psychomotor characteristics of students.

There are several previous studies related to discussion methods. The first research was conducted by Irwan, Hasbi and Rodiana. In this study, researchers examined the application of discussion methods in increasing students' interest in learning in Islamic religious education. From the research results, it can be concluded that the researcher used three stages in implementing the discussion method, namely (1) the teacher determines the discussion topic and provides an explanation regarding the topic being discussed. (2) the teacher groups students, each group is given different sub-material, the teacher and students carry out discussions. (3) the teacher carries out an evaluation regarding the discussion material and

concludes the main points of the discussion. From the research results, the discussion method can increase students' interest in learning about Islam. (Irwan, 2018)

The second research was conducted by Netti Ermi, in this research the researcher examined the use of discussion methods to improve students' learning outcomes on social change material. The research results can be concluded that the learning outcomes of XII students can be improved through the discussion method. Through these discussions, they participate and they can gain knowledge through books, seminars, or from resource persons. With the knowledge that has been obtained, they can be integrated into sociological concepts, provide examples and assess the results of what they do. Even though the discussion atmosphere has begun to appear, the teacher must make the learning atmosphere more comfortable, peaceful, happy and even better in any condition. (Ermi, 2015)

Research conducted by La Moma, researchers conducted research related to developing students' creative thinking abilities and solving

mathematical problems through discussion methods. The results of the research can be concluded that (1) students achieve better mathematical creative thinking abilities by using the discussion method. (2) there is no interactive influence between learning and the level of problem solving ability on students' mathematical creative thinking abilities. (Moma, 2017)

From previous research it can be concluded that the research conducted by researchers in this article is different from existing research. This research focuses on the use of discussion methods in learning maharoh qiro'ah in UMSIDA PBA classes. In this research, the researcher describes learning maharoh qiro'ah using the discussion method.

METHODS

In this research, researchers used a qualitative approach with a case study strategy. Qualitative research is research that aims to explain a phenomenon in depth and is carried out by collecting data in as much depth as possible. (Nursapiah, 2020) The method used to answer the written formulation is the descriptive method. The descriptive method was used to collect data related

to the use of discussion methods in learning maharah qira'ah.

The subjects in this research were 18 third semester students. Data collection techniques in this research are observation and documentation. The observation in this research is that the researcher looks at how the lecturer carries out the qiro'ah learning process using the discussion method, while the documentation here is related to written data such as the RPS and the books used.

In this research, data analysis is descriptive analysis, namely the data obtained is in the form of words, images and behavior, all of which is not expressed in the form of numbers or numbers, but in qualitative form. The technique applied in analyzing the data is interactive qualitative analysis using the Mikes and Huberman model in the analysis, there are three stages, namely: 1) Data reduction, namely the data obtained in the field is quite large and needs to be recorded carefully. 2) Data presentation, namely data arranged in the form of short descriptions, charts, relationships between categories. 3) Drawing conclusions, namely drawing conclusions from data that is valid and consistent. (Wanto, 2017).

RESULTS & DISCUSSION

Learning maharoh Qiro'ah lil mutaqoddim in the PBA UMSIDA semester 3 class uses the book qiro'ah genealogy ta'limiyyah mustawa 3 which consists of 30 discussion titles. Of the 30 discussion titles, the lecturer only took 15 titles due to insufficient time. This book is the only book used in the maharoh qiro'ah learning process.

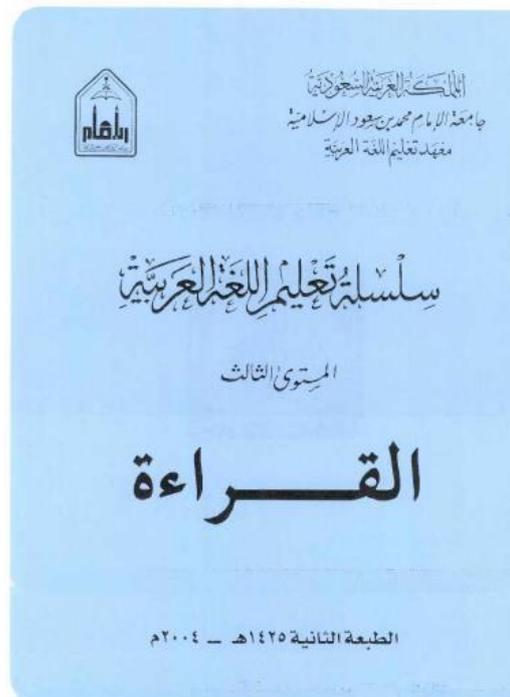


Figure 1 textbook

Mustofa in (Nurilngin, 2022) states that the level of learning qiro'ah is divided into three levels, namely beginner level (mubtadi'), intermediate level (mutawassith), and advanced level (mutaqaddim). Thus, at the beginner level, students are still at the stage of recognizing letters according to

makhroj, while at the intermediate level, students are at the stage of finding the main idea and explanatory sentences, while at the advanced level, students are at the stage of being able to create a gist of the reading according to the main idea that has been found in the text. reading text.

The level of maharoh qiro'ah learning found in the UMSIDA semester 3 PBA class is at the mutaqoddim or advanced level. Namely, students must be able to understand the essence of the reading text given by the lecturer and students must be able to make conclusions from the reading text that has been given.

Maharoh qiro'ah lessons are held on Fridays starting from 08.40 am to 10.20 am. Before starting Maharoh Qiro'ah learning, lecturers and students have the habit of reading the Al-Qur'an together, one page at each meeting. This aims to ensure that students are able to pronounce the hijaiyyah letters well and correctly and are able to differentiate between the reading of the Qur'an and the Arabic text contained in the qiro'ah genealogy ta'limiyyah mustawa books 3. After reading the al-qur'an The teacher chooses one of the students to

come forward and read the reading text that will be discussed that day. And other students listen and repeat what they read.

In the qiro'ah learning process, the course lecturer uses the discussion method. According to the lecturer, this method is used to make students more active and able to express their opinions regarding the material provided. As stated by (samani, 2012) discussion is an exchange of ideas (sharing opinions) between two or more people with the aim of obtaining a common view on a problem that is shared together.

According to the lecturer who teaches the subject, the discussion method is quite effective in the maharok qiro'ah learning process. Because with this method students can more quickly understand, assess, analyze and solve problems related to the material contained in the book Qiro'ah Pesil Ta'limiyyah Mustawa 3. This is in line with one of the goals of Maharoh Qiro'ah, namely that students are able to read and understand the text. which is read. (Hidayah, 2020)

The discussion method is a method used to achieve learning objectives. By using the discussion method in the

learning process students can freely communicate in expressing ideas and opinions. The aim of this discussion method is that students are encouraged to participate optimally, without any hard rules, but still have to follow the established ethics. (Ermi, 2015)

There are several types of discussion methods, including the following: (1) group discussion, namely a learning method that uses dialogue or question and answer. (2) panel discussion, namely a discussion consisting of two or more people speaking. There are listeners as a group being taught. (Sriyono, 1992) (3) symposium discussions, namely discussions that are similar to panel discussions, only more formal in nature. Namely, several experts, at least two, are invited to give a speech on a particular issue highlighted from several different aspects. (4) Debate. First, an interesting and good topic is chosen for debate. After that the group was divided into two. Each has the same abilities. (Jihad, 2013)

Teacher and student activities in implementing the discussion method (1) The teacher determines the main problem and the students will raise the

main problem being discussed: (2) The teacher explains the purpose of the discussion; (3) The teacher provides opportunities for students to ask questions about the material being discussed; (4) Students conduct discussions among students; (5) Students study the material proposed by the teacher and it can be understood by all discussion participants. (6) Students actively participate in thinking about or recording data from other knowledge source books in order to be able to come up with the correct answer. This opinion can be expressed with one's own thinking or group thinking; (6) Listen to opinions from other groups and respect groups that provide opinions; (7) Recording opinions from friends from other groups even though they have not answered them correctly; (8) Summarizing the results of discussions from other groups. (Subroto, 2002)

In the maharoh qiro'ah learning process, the lecturer uses a small group discussion model. The lecturer divided into five small groups consisting of 3 female groups and 2 student groups. In this small group, the lecturer selects students who are deemed capable of leading each group that has been

previously divided. In line with the statement (Setiawati, 2001) group discussion is an orderly process that involves a group of people in informal face-to-face interactions with various experiences or information, drawing conclusions or solving problems.

After the lecturer divided into small groups, each group was given 30 minutes to translate the reading text that had been read together previously by discussing it with their respective group friends. Each group must be able to explain the reading text that has been given using good and correct language. Each group member must understand and be able to explain the reading text given. After completing the discussion between the groups, each group presents the results of the discussion regarding the reading text that has been given.

After all groups present the results of the discussion, the lecturer will provide reinforcement and correct incorrect meanings related to the reading text given. After providing reinforcement, the lecturer will ask questions related to the reading text that has been discussed to test whether

students really understand the material that has been discussed.

CONCLUSION

The maharoh qiro'ah learning process in semester 3 of PBA UMSIDA uses the book qiro'ah pedigree ta'limiyyah mustawa 3. In the learning process the lecturer uses the discussion method as a tool to facilitate the qiro'ah learning process. According to the lecturer who teaches the subject, the discussion method is quite effective in the maharok qiro'ah learning process. Because with this method students can more quickly understand, assess, analyze and solve problems related to the material contained in the book Qiro'ah Pesil Ta'limiyyah Mustawa 3.

The discussion method in the maharoh qiro'ah learning process is used to make it easier for students to translate the reading texts contained in the qiro'ah genealogy ta'limiyyah mustawa 3 book. This is in line with one of the objectives of maharoh qiro'ah learning, namely Understanding the text qira'ah perfectly and in detail.

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